



Benton Consolidated High School

District #103

Remote Learning Plan



The Illinois State Board of Education has announced that remote learning will occur for the duration of the suspension of in-person instruction. A remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

The table below outlines district, school, teacher, student, and family responsibilities to support and encourage student engagement during remote learning.

Responsibilities	
District Responsibilities	• Support the school in planning and implementing remote learning plans. • Help the school identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	• Implement remote learning plans. • Communicate regularly with stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	• Make remote learning activities available in a timely manner. • Be available 9:00 a.m. to 12:00 p.m. to answer student/caregiver questions via email or other district approved communication tools.(i.e. Zoom, Google Hangouts) • Provide timely feedback on student work. • Communicate regularly with students to provide feedback or assistance as needed. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.
Student Responsibilities	• Review assigned work. • Complete assigned work by the due date. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers, and peers.
Parent/Caregiver Family Responsibilities	• Review work assigned to the student. • Encourage students to get enough sleep. • Talk to students about their work every day. • Set sensible time limits for technology use. • Help students establish and follow regular daily routines.

Below are the components that the Remote Learning Plan must address along with how the district plans to meet each requirement.

- 1) **Accessibility of the remote instruction to all students enrolled in the school or district.** Technology or packets will be utilized to provide students with the resources and the assignments needed for remote learning. Laptops or chromebooks will be provided upon request to those students that need a device in order to complete the on-line assignments. In addition to on-line learning activities, packets may be distributed to students to further enhance their learning during remote learning days.
- 2) **When applicable, a requirement that the Remote Learning Days activities reflect the State Learning Standards.** The on-line and hard copy activities that are assigned to students during remote learning days have been developed and assigned by the classroom teachers specifically for their class/students and consist of the district approved curriculum. As a result, the activities align with the State Learning Standards for each subject and grade.
- 3) **Means for students to confer with an educator, as necessary.** During remote instructional days, each teacher will monitor email and Google Classroom to track student activity and teachers will work with students/parents to schedule communication times as needed throughout the day. Communication used during remote learning days may include emails, phone calls, social media posts, or other district approved communication tools.
- 4) **The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14 of the code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations.** During remote learning days, consistent communication with students with special needs will be provided through e-mail, phone calls, or other district approved communication tools. Staff will document the best efforts being made under the current emergency conditions to ensure ongoing growth and progress and to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. Methods may include regular communication, scaffolding, and breaking up assignments into more manageable parts. Teachers will also be addressing goals and objectives as stated on students' IEPs.
- 5) **Transitions from remote learning to on-sight learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary.** By providing remote learning activities and resources as well as monitoring the student's work during remote learning days, the staff will be able to assess the students' understanding of concepts. This will lead to a smoother transition to on-sight learning and a better assessment of the concepts that need to be reviewed/retaught.

Grading

Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance. Students are expected to continue with the learning activities assigned during remote learning and to complete all of the work assigned and reviewed during the remote learning period. Grades will be issued for work completed and submitted during remote learning days, but they will not

negatively impact a student's overall grade. If a student does not complete the work, an "incomplete" can be issued until the work is completed and submitted. This is an opportunity for students to continue to learn and receive grades that will improve their academic standing. The "new normal" for grading and assessment during remote instructional days will be to recoup, review, refine, finish year. The grades a student had in March 2020 will not be negatively impacted as long as students complete the work during remote instructional days.

Dual Credit

For dual credit courses taught by a high school instructor, the online, alternative, or remote instruction that takes place should meet the standards for college credit. So long as the coursework is being completed in these courses, students should receive credit for that work. Students should be in communication with their dual credit instructors for further guidance.